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AUTHOR Johnson, Linda J.
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ABSTRACT

A practicum implemented an 8-week reading program designed to correct a long vowel skill deficit (CVVC and CVCe) in 11 third grade students of an inner city, predominantly Hispanic elementary school. The main strategy was inductive instruction wherein the skill is introduced so that students discover what they need to learn, thereby increasing internalization of the material. In addition, the approach provided opportunities for skill application, follow-up, and reinforcement. After implementation, the results from an informal, teacher-made test indicated some improvement which could increase the target populations's ability to apply previously learned skills to new reading situations. Results suggest that the approach could be successful if utilized within a longer timeframe. (Fourteen appendixes including sample homework, independent activity pages, assessment forms, and an implementation plan are attached.) (PRA)

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INCREASING THE READING PROFICIENCY OF CHAPTER I THIRD GRADE STUDENTS BY IMPROVING LONG VOWEL SKILLS

by

LINDA J. JOHNSON

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A Practicum Report

submitted to the Faculty of the Center for the Advancement of Education at Nova University in partial fulfillment of the requirements for the degree of Master of Science.

The abstract of this report may be placed in a National Database System for reference.

November 1990

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Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my work, presented here, will earn similar respect.

Signed Linda L. Johnson

Abstract

Increasing the Reading Proficiency of Chapter I Third Grade Students by Improving Long Vowel Skills. Johnson, Linda J., 1990: Practicum Report, Nova University, The Center for the Advancement of Education.
Descriptors: Phonics/ Vowels/ Long Vowels/ Disadvantaged Children/ Inner city Students/ Word Analysis Strategies/ Decoding

This practicum describes a different reading program designed to correct a long vowel skill deficit (CVVC and CVCe) in third grade students of an inner city, predominantly Hispanic elementary school. The approach's main strategy is inductive instruction wherein the skill is introduced so that students discover what they need to learn, thereby increasing internalization of the material. Additionally, the approach provides opportunities for skill application, follow-up and reinforcement. After implementation, the results from an informal, teacher-made test indicated some improvement which should increase the target population's ability to apply previously learned skills to new reading situations. It was concluded that the approach can be successful if utilized within a longer timeframe. Appendices include sample homework and independent activity pages, evaluative data and implementation plan.

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CHAPTER I

Purpose

The school site at which the implementation occurred is located in a large metropolitan area in South Florida, and serves students at the pre-kindergarten level through the sixth grade. This school is a Chapter I-funded schoolwide project, whereby all students are eligible to receive federal funding.

Chapter I is a large federal aid program created by Congress to provide extra help to educationally deprived students. The students at this school qualify for Chapter I funding based on the low economic status of their families.

The majority of these students are recent immigrants, or arrived to the United States within the past several years. Ninety-five percent of the total population of 1,225 is Hispanic; two percent is White, non-Hispanic; 1.69 percent is Black, non-Hispanic; and .74 percent is Asian/American Indian. Many of the students are products of homes headed by a single, working female, or homes in which several generations live together.

A small amount of parental involvement in academic affairs exists. This may be due to: The limited English proficiency of the majority of the parents; the low level of basic skills possessed by the parents in their native language; parents securing employment which prevents them from spending quality time with their children; and, in some cases, simply the absence of concern.

The parents are generally reflective of the school's community, therefore support from this group is also minimal. Realizing this, the current administration is actively promoting the school volunteer program, and is working with area businesses to form educational partnerships to enhance the school's curriculum.

Additional elements which teachers must contend with are the open space of the school building and overcrowded conditions. Teachers feel that the openness and closeness of other classes impede progress, as students must attempt to screen out extraneous noises and disregard traffic flow. Teachers, therefore, compete incessantly for students' attention.

The average teacher-pupil ratio in the primary grades is 27:1, and 33:1 in the intermediate grades. Many teachers feel that these high numbers, especially in the primary grades, negatively affect the learning process in the basic skills, where individualized attention is preferable.

The implementor's major role and responsibility as a regular third grade teacher in this environment is to prepare and maintain the learning atmosphere to ensure that the basic skills -- reading, writing arithmetic and language -- and the content areas (science, health and safety, and social studies) can be learned and reinforced with a minimum of distractions. This responsibility also includes preassessing student needs, and selecting activities and materials that serve to meet the goals and objectives of the curriculum.

Further, as an educator in a Chapter I schoolwide project, the implementor is responsible for guiding a learning process which will yield significant, measurable gains on a national standardized test.

The materials and approaches that are available to the implementor are state-adopted texts,

supplemental books which serve as enrichment for the basic skills and content areas, and diagnostic/prescriptive instruction.

Of major concern to the implementor is the low level at which the students are reading. Ideally, these third graders should be reading in a basal reader at the same level. However, these students are one half of a year to one year below grade level in reading. This problem exists throughout the school at all grade levels, as evidenced in cumulative reading folders. The implementor rationalizes that this situation might be due, in part, to below-average decoding skills.

In examining the causes of this discrepancy in the third grade classroom, the implementor identified a particular decoding skill in which the majority of the students are deficient -- long vowels (Appendix A).

Throughout the second grade basals, students are periodically exposed to lessons which emphasize this phonics skill. Yet, they repeatedly confuse long vowel sounds with other long and even short vowel sounds. Typically, when asked to locate words in

a story that have the same vowel sound they hear in, for example, "rope," students will respond with, "rock, mail, sit," etc. Likewise, students' responses are often off target when asked orally or in writing to identify the vowel sounds they hear in certain words.

The writer believes that this skill deficit exists because the structure of the basal incorporates many reading skills to be mastered. This does not offer sufficient, continuous reinforcement of any one particular phonics skill throughout the reader. When presented for review, it is usually done so in isolation without any connection to the basal story.

The implementor therefore feels that the students are less able to recall previously learned information about this skill when reading a passage. Although the students have been taught various "tricks" and rhymes, and can repeat them upon request, many of them do not refer to these aids when encountering an unfamiliar word in their reading; they resort to guessing, some of which is illogical.

An additional concern of the implementor regarding basals is that the activities are designed to assist the students to "pass the test" at the end of each

level. Again, little opportunity is available to the students for application -- which should be the goal.

The implementor also believes that this deficiency endures because English is not the native language of these students, and most parents are incapable of reinforcing these skills for the same reason.

Instructional methods, language barriers and a lack of parental support are strongly impacting the reading proficiency of these students. This deficit, although just one part of a large whole, plays an important role in the reading process and the ultimate success of the students as self-sufficient readers.

Therefore, the implementor exposed these third grade students to a new phonics skill approach for ten weeks, with the objective that the students will demonstrate mastery at 80 percent or above on a teacher-made, informal test following implementation. The implementor also expects the target population to increase its desire to read for recreation, and to develop its ability to think inductively as it encounters new realms in future academic work.

CHAPTER II

Research and Solution Strategy

The majority of the literature reflects the ideology that phonics should not be taught. These phonics opponents largely base this school of thought on the low ranking of the U.S. in literacy -- 49th out of 159 members of the United Nations. Therefore the effectiveness of phonics is questioned, as it has been emphasized in American classrooms for the past 20 years as the main approach to teach reading (Carbo, 1988).

However, phonics has been advocated in several influential publications, including Becoming a Nation of Readers, What Works, and a 1988 bulletin from the U.S. Department of Education (ED) titled "What We Know About Phonics." These publications state, as cited by Carbo (1988), that phonics is a basic skill that all children should acquire. In light of the reports of illiteracy, the ED is calling for better or different kinds of phonics instruction. Despite the literacy rate, and the critics of phonics, the ED supports phonics because children who are taught phonics get off to a better start than those who are

not taught phonics, as stated by Chall in her book, "Learning to Read: The Great Debate."

Although the country's literacy rate is not an acceptable one, the disputants of phonics' usefulness offer no real, conclusive proof that phonics instruction is the contributing factor, or that any other method, such as whole language or "look-say" is better (Chall, 1989).

Phonics advocates maintain that children should have these skills to aide them when encountering unfamiliar words (Fowler, 1978). However, Greif (1988) conducted research to determine the usefulness of six phonics rules. Among them included the VV rule: When two vowels are adjacent to each other in a word the first vowel is pronounced as long and the second vowel is not pronounced at all (e.g., leaf). Greif's research indicated that the percent of utility of this rule is actually only 14.7 percent, versus 47 percent as reported by Clymer in 1961. Greif implies that his data are more valid because he used 36,037 words in his sample, where Clymer used only 553. Additionally, Greif studied the utility of the rule in the elementary textbooks. Again, Greif reported

that the percent of utility is too low to warrant instruction of the VV rule.

In 1980 and 1988 Greif studied the usefulness of the VCE rule: When two vowels are separated by one or more consonants and one of the vowels is a final e, the long sound of the first vowel is pronounced and the final e is not (e.g., m<u>a</u>d<u>e</u>). Likewise, as he concluded about the VV rule, Greif recommends that the VCE rule not be taught on the same premise of low utility, particularly in content area textbooks.

Further, Artley (1977) contends that, "vowel letters are not necessary in word identification as we have been led to believe." He also stated that the 27 vowel generalizations would seem to be quite beyond what would be helpful or even necessary.

The literature review yields that the major concerns of the phonics critics is that students are not focusing on comprehension, just decoding. They therefore promote the whole language approach, which integrates literature and language arts, and some phonics, when needed (Carbo, 1988). According to Greif (1980), the main focus in teaching reading should

be comprehension, and vocabulary development should replace phonics instruction.

Critics also imply that the inclusion of the phonetic approach in the nation's reading programs has negatively affected test scores during the seventies and eighties, based on results obtained by the National Assessment of Educational Programs (NAEP), (Carbo, 1988).

However, nine-year-olds, as measured by the NAEP, improved significantly between 1970 and 1980. Furthermore, the greatest gains were made by groups that were previously the lowest achievers. All of this occurred as phonics instruction increased.

During the eighties, test scores leveled off and then dropped significantly. A committee determined that the decline was a result of changes in test administration, and did not discount instruction as a possible cause. However, it is suggested that the decrease in phonics instruction during this period may be the cause of the decline in reading achievement. This decrease in phonics instruction is evidenced by an examination of basal series which revealed that publishers included less phonics and more reading

comprehension lessons during part of this period of decline, specifically the eighties (Chall, 1989).

Additional research has suggested that, according to Groff (1985), "facility in decoding and extraction of word meaning are related. . . . less skilled comprehenders are deficient or inefficient in the utilization of decoding skills."

Therefore, the data do not support the view that phonics is useless and/or harmful to students' reading achievement. This does not intimate that phonics should be the only approach within an effective reading program. Practitioners realize that children benefit from a variety of activities that include a wide array of reading and writing (Chall, 1989).

Research of Chapter I children in particular, according to Swaby (1984) as cited in a Louisiana State Department of Education bulletin, reveals that their problems are 1) failure to learn the skills, 2) learning some skills in isolation but not transferring them in actual reading, and 3) seemingly learning the skills one day and forgetting them a few days later.

Swaby stated that one reason these children do

not find success in applying reading skills lies in the pacing of the basal reader. It is written for children with average ability in learning and retaining several skills which are taught at the same time. Another reason lies in the lack of conceptual foundation for skills. Many readers learn skills by rote, but have little real understanding of how the skills work. In addition, Swaby contends that many of these children do not have sufficient opportunity to apply and to integrate new skills to daily reading, nor do they have sufficient follow-up practice.

Thus far, the literature discloses that the nation's children are not reading as they should and that reading instruction needs to be modified. But the data offer few suggestions regarding proven methods or approaches which are truly successful.

A five-year study of Chapter I remedial reading programs by Sabin (1983), as cited in the bulletin mentioned above, yielded some effective approaches for Chapter I students. Among these approaches is the holistic process. Spiegel (1974) describes it as a reading process which is an "entity" in itself

and not just the total of decoding and comprehension skills.

The lesson under this approach would feature word phrases, not isolated words. There would also be a lot of reading to the students and by the students to help familiarize them with grammatical patterns, thereby helping them to foresee words and ideas. The holistic approach was successful as a total reading program, or by utilizing some of its components in conjunction with a subskill approach.

Sabin's study also stated that the Skill Instruction Model, developed by Swaby, had been effective. "This strategy's goal is to take remedial readers beyond learning reading skills in rote and bring them to an understanding of the nature of the skills so that the skills can be applied in actual reading situations," stated Swaby. The main component is the inductive presentation of the material at the outset of the lesson. Additionally, Sabin's study suggests that phonics and language experience are successful approaches for Chapter I children.

After reviewing the literature, and considering the needs of the target population, the implementor

decided to utilize a holistic approach combined with the skill approach as outlined by Swaby. In so doing, the implementor selected an approach that was utilized in the Chapter I reading program study and found to be successful.

The implementor believes, based on the students' achievement thus far as products of a traditional basal program, that an approach which focuses on a skill, but does not totally isolate it, will have a positive impact on skill development. The strategy will create an atmosphere in which students will encounter reading throughout the day as an ongoing activity for pleasure and purpose, while providing the impetus for skill instruction -- the main task at hand.

This strategy entails partially replacing the basal program with one that: requires more participation from the student; places the responsibility of learning on the student; and promotes the student as an independent reader who is able to apply what is learned in any situation.

The strategy is comprised of three components: introduction and follow-up, skill application and

skill reinforcement. The implementor introduced the skills in a way that the students discovered what was to be learned. The Language Experience Approach, predictable books, and poetry provided application, and games and activities provided structured reinforcement. The components of this strategy were selected based on the students' home environment, experiences and preferences, and are described below.

The implementor supports presenting the skills through the discovery (inductive) method to foster higher level thinking skills and reading independence. These students must begin to infer information. The implementor has observed that they are accustomed to being told what they are learning and are not internalizing the information as they should. If they develop these thinking skills, they will be able to help themselves when they encounter unfamiliar words. Via this component, students must inductively determine what is being imparted to them and what they are responsible for knowing.

The students were exposed to literature and participated in language experience lessons to provide them with as much application and practice as possible

in the classroom, as very little opportunity for free reading exists at home, and/or most parents do not encourage recreational reading.

Finally, the implementor observed how readily the students acquire skills in other areas when games are employed, and the enthusiasm that is borne when the reading lesson is varied just slightly. Therefore, games and seatwork activities were used to followup and consistently reinforce what was learned and to deter forgetfulness, which is common among these students. These games and activities were constructed by the implementor.

The basal was still used so that the students would not fall farther behind, as the skills to be addressed in this practicum should have already been mastered.

CHAPTER III

Methodology

During the first two weeks of implementation the students focused on the long a vowel sound. The other long vowel sounds -- i, o, and u -- were addressed for the same length of time, respectively. The sequence of tasks were identical for all of these long vowel skills, for a total of ten days per long vowel sound. The long e vowel sound was addressed for seven days. The implementor conducted the lesson for 20 minutes each day (Appendix B).

On the first day of implementation, the group of students was given the name "Special Group" and received colored folders in which to keep all of their "Special Group" activity sheets, homework, etc. They were very excited about being special, and the nonparticipating students looked on with envy.

Instruction during the first five days of the new long vowel sound strived toward: auditory discrimination of the sound when the word contains the silent e, for example, m<u>a</u>d<u>e</u>. The second five days focused on words where the long sound is the result of two vowels placed together, for example,

maid. The exception to this plan was for the long e skill. The long e sound was focused on during the last seven days of implementation and only the VV rule was covered, as in beet and meal.

The first and sixth lessons presented the skills in the context of a passage that was meaningful to the children and had examples of the skills to be taught (Appendi C). After the passage had been read to them, the children answered comprehension questions --the responses of which conformed to the focus skill. During a second questioning, the responses were written on the chalkboard. Students were then asked to notice the common denominator in all of the words, and what letter makes the vowel sound they hear. Finally, the students were encouraged to read the passage using the skill. As a follow-up the students independently completed an activity page relevant to the skill. Homework required the students to find three to five pictures of items whose names have the focus sound.

The second and seventh lessons included a review by sharing the homework. Then the students participated in a game where members of two teams had to correctly answer whether a word had the long

vowel sound we were working on at that time, or if the word had some other sound. The students read these words in the sentences to themselves, and only answered "long __" or "other". Points were kept and the team with the most points won. The students indpendently completed an activity sheet as a follow-up (Appendix D).

The homework sheet was a reproduction of the study passage from lesson one (six) with the skill words left out for the student to supply. The work was self-checked the following day (Appendix E).

A structured language experience activity was used for the third and eighth lessons. Students were given a title with words that contained the focus skill, and guided through to give sentences with words that also have the skill (Appendix F). As a follow up, the students copied the chart story and underlined the words with the long vowel sound.

The fourth and ninth lessons gave students the opportunity to correct the teacher. Each student marked on a copy the words the teacher mispronounced (Appendix G). This was checked immediately. Following this lesson, which the students always looked forward

to with great enthusiasm, they independently completed an activity page, which included nonsense or unfamiliar words, by indicating the words that have the focus skill (Appendix H). For homework, students scanned a paragraph for words with the focus long vowel sound and identified them with a marking (Appendix I).

The weekly written progress exam was administered in the fifth and tenth lessons, following a homework review. The evaluation was in two brief parts: The first part asked the student to identify words, some of which are nonsense words, from a list with the same vowel sound as they hear in the model word, for example, bake. The second part required them to identify the vowel sound in words the teacher said as long or short (Appendix J).

Students only worked on the long e vowel sound spelled ee and ea, as these spellings are the most frequently occurring. The students studied the spellings simultaneously for seven days. The lesson format was the same as described above for the other vowels, except the sixth lesson comprised a game, not the passage study.

As an undercurrent of reinforcement of all learned

skills, students daily read predictable books and poetry, worked individually or in small subgroups to master teacher-prepared word cards, reread and illustrated their language experience stories, or participated in a listening center with teacher-made task cassettes (Appendix K). They participated in these activities independently during the reading block, or when they had completed other work early and had spare moments.

At the end of the fifth week, a written, midcourse evaluation was given covering the material presented during the first five weeks of implementation (Appendix L). The results did not indicate overwhelming success, but the quality of the daily work, and teacher observation, dictated that the implementation plan be carried out as proposed (Appendix M).

The pretest was administered during the week prior to initiating implementation. The posttest was administered on the final day of implementation. Their results will be thoroughly discussed later.

Resources for implementation included poetry, easy and predictable books, a listening center with cassettes, a player and corresponding activity sheets,

a bank of activity sheets for follow-up, teacher-made games and skill word cards.

No additional personnel than was presently available was needed. This included the media specialist, and a student volunteer. The student volunteer occasionally worked with students who demonstrated below-level performance. The media specialist's services were utilized to select appropriate literature.

CHAPTER IV

Results

The effectiveness of the reading program was measured with an informal, teacher-made test. The students responded to the same 20 item test for the pre-assessment and the post-assessment (Appendix N) and were measured against an 80 percent mastery level.

The average achievement score on the pretest was 50 percent. None of the participating students made above 75 percent, and the lowest score was 25 percent. The average achievement score on the posttest increased by 30 percent to 65 percent. Out of 11 students, four, or 36 percent, achieved mastery following the implementation. According to posttest results, three students showed no evidence of progress, two students showed nominal progress, one student demonstrated notable progress, yet did not achieve mastery, and one student's score declined by 18 percent. The specific results are outlined in Table 1.

Table 1
A Comparison of Individual Students' Scores on the Pretest and Posttest

Student	Pretest Score	Posttest Score	%Change
A	50%	55%	+10
B	50%	95%	+90
C	55%	45%	+18
D	75%	90%	+20
E	45%	55%	+22
F	40%	40%	0
G	70%	90%	+29
H	65%	65%	0
I	45%	70%	+45
J	35%	35%	0
K	25%	80%	+2.2

While the scores do not represent remarkable overall skill improvement, the indication from an item analysis is that the long u vowel skill was improved significantly. This skill was missed, on the average, by 64 percent of the students on the pretest, and by 34 percent on the posttest -- a decrease of nearly 50 percent. The implication is

that this skill, which was the second most missed skill, was indeed remediated to some marked degree by utilizing the special reading program.

In addition, it must be noted that 82 percent of the students consistently made passing scores on the weekly progress exams, and not a few averaged 90 percent and above. Teacher observation also verifies skill acquisition. Therefore, the implementor does not view the program as a failure, but rather one that has potential for greater success.

CHAPTER V

Recommendations

The implementor purports that this program can be very successful given an adequate timeframe. The suggested time allocation is approximately two or three times per week, for four to six weeks per long vowel sound.

Given ample time, the teacher would then be able to incorporate art activities, encourage individual story and poetry writing by the students, which feature the focus skill, place more emphasis on auditory discrimination, and create word family booklets with the students. Additionally, a bulletin board, which the students assist the teacher in designing and maintaining, could be utilized to display student work and/or serve as an instructional aid.

The implementor firmly believes that the objectives can be fully met if the participating students are exposed to each skill as outlined in the implementation plan, but for a prolonged period of time so that overlearning can take place.

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Appendices

Appendix A

Preliminary Assessment of Vowel Sound Recognition

Appendix A

Preliminary Assessment of Vowel Sound Recognition

Directions: Read the words and listen to the vowel sounds. Write "long___" if the word has a long vowel sound. Write "short___" if the word has a short vowel sound.

1. doke=_____
2. kaid=_____
3. dag=_____
4. leam=_____
5. sime=_____
6. ted=_____
7. moag=_____
8. vos=_____
9. nute=_____
10. kied=_____
11. jame=_____
12. fid=_____

RESULTS

19 Students were assessed
Passing Score: 75% or 3 out of 4 correct responses for each vowel sound pattern

68% incorrectly identified vowel sounds
100% consistently incorrectly identified long vowel sounds as short (of those who incorrectly identified the vowel sounds)
8% consistently incorrectly identified vowels as long, but incorrectly identified the corresponding letter
42% consistently incorrectly identified short vowel sounds
38% consistently incorrectly identified short vowel sounds (of those found to be deficient in identifying vowel sounds)

Appendix B

Implementation Schedule

Appendix B

Implementation Schedule

IMPLEMENTATION SCHEDULE FOR LONG VOWEL SKILLS -- A,I,O,U*

Lesson/Day	Activity	Follow-Up	Homework
#1 (6)	Inductive Passage	Worksheet	Find Pictures
#2 (7)	Homework Review & Game	Worksheet	Cloze paragraph from Lesson 1(6)
#3 (8)	Language Experience	Copy chart story/underline words	None
#4 (9)	"Correct the Teacher!"	Worksheet	Scan paragraph for long vowels
#5 (10)	Homework Review & Progress Exam	None	None

* Each skill will be worked on for ten days.

Implementation Schedule For Long E Skill

Lesson/Day	Activity	Follow-Up	Homework
#1	Inductive Passage	Worksheet	Find Pictures
#2	Homework Review & Game	Worksheet	Cloze paragraph from Lesson 1
#3	Language Experience	Copy chart story/underline words	None
#4	"Correct the Teacher!"	Worksheet	Scan paragraph for long vowels
#5	Homework Review & Progress Exam	None	None
#6	Game	Worksheet	Find pictures
#7	Homework Review & Game	None	None

Appendix C

Sample Inductive Passage

Appendix C

Sample Inductive Passage

"Mike's Reeboks"

Mike and his dad went to Ames to buy shoes. In the store Mike saw a bike that he liked. "Oh, oh, Dad, can we get the bike?" Mike asked. Dad said not today. Then Mike saw a beautiful kite. "Oh, Dad, can we get the kite?" Mike asked. Dad said not today. "We're here for Reeboks, remember?" Dad said.

Mike was tired -- he felt like he walked a mile. The tile under his feet was hard. By now he was hungry so he took a bite of some candy. Finally they got the shoes. "I love white! And they are mine! I'm glad I came," Mike said happily.

Appendix D

Sample Activity Page--Lesson 2 (7)

Appendix D

Sample Activity Page -- Lesson 2 (7)

Name_____ Date_____

long i **i-e** long

Directions: Draw a line to match the incomplete word to the picture at the right. Fill in the blanks.

t_m_

n_n_

_c_

f_r_

f_v_

Appendix E

Sample Homework Page--Lesson 2 (7)

Appendix E

Sample Homework Page -- Lesson 2 (7)

Name_____ Date_____

Reading Homework

Directions: Read the story and fill in the blanks with words that have the long i sound. Good luck!

Mike's Reeboks

Mike and his dad went to Ames to buy shoes. In the store, _____ saw a b_____ that he _____d. "Oh, oh, Dad, can we get the _____?" Mike asked. Dad said not today. Then Mike saw a beautiful k_____. "Oh, Dad, can we get the _____?" Mike asked. Dad said not today. "We're here for Reeboks, remember?" Dad said.

Mike was tired -- he felt like he walked a _____. The _____ under his feet was hard. By now he was hungry so he took a _____ of some candy. Finally they got the shoes. "I love wh_____! And they are m_____! I'm glad I came," Mike said happily.

Appendix F

Sample Structured Language Experience Activity

Appendix F

Sample Structured Language Experience Activity

Title: "Batman Doesn't Like Crime"
Questions:
1. What does Batman fight against?
2. What kind of person is Batman?
3. What do vampires do to people? Does Batman do that, too?
4. Is he too busy to help people? Why not?
5. How does Batman get around town?
6. Can Batman find the criminals?
7. How is Batman like an owl?

Resulting Language Experience story:

Batman fights against crime and evil. Batman is a nice person. He does not bite people. He wears a costume like a bat. He is not too busy to help people because he has time. He rides in the Batmobile. Criminals can't hide from him. Batman is brave and wise.

Appendix G

Sample Activity Page--Lesson 4 (9)

Appendix G

Sample Activity Page -- Lesson 4 (9)

Name_____ Date_____

CORRECT THE TEACHER!

Directions: Listen to the word your teacher says. If your teacher correctly says the word, write a check (✓) next to the word. If your teacher is wrong, write an "X" next to the word. Then grade your teacher:

A = 15 ✓s	C = 12 ✓s
B+ = 14 ✓s	D = 11 ✓s
B = 13 ✓s	F = 0 - 10 ✓s

1. like___	6. swipe___	11. squire_____
2. nine___	7. tife____	12. jive_____
3. file___	8. prime___	13. bite_____
4. wife___	9. fine____	14. side_____
5. quite__	10. dime____	15. slime_____

[GRADE:_____]

Appendix H

Sample Activity Page--Lesson 4 (9)

Appendix H

Sample Activity Page--Lesson 4 (9)

Name_____ Date_____

RHYME TIME!

Directions: Fill in the blanks of this silly poem.

There were five mice

Who ate cake thr_____!

That means three to you and me.

And after their bite

They were bit by a m_____.

Then the five tried to hide

So mother wouldn't ch_____,

Because those five

Weren't even supposed to be out_____!

*** Which one of these words sounds like five? Circle your answer.

a. bit
b. there
c. shife
d. fist

Appendix I

Sample Homework Page--Lesson 4 (9)

Appendix I

Sample Homework Page -- Lesson 4 (9)

Name_____ Date_____

Reading Homework

Directions: Scan the paragraph for words with the long i sound. Circle the words you find. Good luck!

The Test

Miss Johnson's students took a very important test. Each day the test started at nine o'clock. The children had to sit on the side of their desks. They had to be quiet -- just like mice. The children had to work quickly and could not take as much time as they wanted. After the test, the children had to put their books back on the desks. The row that did this most quietly and quickly won a prize.

Miss Johnson is sure that everyone did fine!

Appendix J

Sample Weekly Progress Exam

Appendix J

Sample Weekly Progress Exam

PROGRESS QUIZ

I. Read the key word. Circle the letter of the word that has the same vowel sound as the key word.

1. **mine**
   a) nail
   b) mace
   c) tile
   d) none

2. **side**
   a) sod
   b) daze
   c) sit
   d) ice

3. **tive**
   a) voice
   b) slice
   c) tame
   d) maid

4. **while**
   a) what
   b) hit
   c) ride
   d) let

II. Listen to the word your teacher says. If the word has a long vowel sound, write "long" on the line. If the word has a short vowel sound, write "short."

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Appendix K

Sample Listening Center Activity Page

Appendix K

Sample Independent Listening Center Activity Page

Cassette Instructions: "Hello boys and girls! You have worked very hard on the long a vowel sound and we're going to continue to review. Everyone should have Worksheet B in front of them. On this sheet, you see many pictures. I want you to fill in the vowel a only in those words have the long a sound. Do you remember how long a sounds? (Pause) That's right -- aaa -- like in Jake and Kate. Remember, only write in an a if the word has the long a sound. If it does not, then leave that word blank. Turn off the cassette player now, and turn it back on to check your answers when you have finished. Good luck!"

"Well, how did you do? Let's check. You should have filled in: lake (pause), face (pause), flame (pause), scale (pause), state (pause) and cake (pause). Only these words have the long a sound like in Jake. If you got all of these right, ask your teacher for a sticker. If you missed one or two, you did pretty good. If you missed more than two, let your teacher know and continue to work with the skill cards. Well, boys and girls, I had a great time and I hope you did, too. I'll be waiting for you until next time!"

Appendix K

Sample Listening Center Activity Page, cont.

Name _____ Date ___

Worksheet B

l ___ ke

f ___ ce

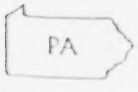
l ___ d

fl ___ me

l ___ g

dr ___ m

sc ___ le



st ___ te

c ___ ke

Appendix L

Midcourse Evaluation

Appendix L

Midcourse Evaluation

MID-PERIOD PROGRESS EXAM

Name_____ Date_____

Directions: Read the key word. Then circle the word that has the same vowel sound that you hear in the key word.

1. rake	a) ark b) spake c) car d) are	8. pate	a) spade b) tap c) spat d) pat
2. paid	a) dip b) pie c) raif d) dial	9. tie	a) bit b) ride c) set d) tell
3. side	a) tide b) did c) sip d) dote	10. spoke	a) cop b) spark c) sick d) rode
4. pole	a) pale b) rote c) pop d) let	11. bay	a) laid b) boy c) yap d) yard
5. way	a) yarn b) wide c) mate d) what	12. pie	a) lip b) file c) fall d) lit
6. lobe	a) look b) bell c) ball d) probe	13. grate	a) get b) rat c) grit d) fate
7. hide	a) fit b) dot c) tied d) hit	14. pipe	a) site b) pep c) rip d) dip

15. die a) lid
b) dole
c) tried
d) daily

Appendix M

Midcourse Evaluation Results

Appendix M

Midcourse Evaluation Results

Student	Exam Score
A	53%
B	73%
C	53%
D	93%
E	67%
F	33%
G	93%
H	93%
I	87%
J	33%
K	67%

Appendix N

Pre-/Posttest Instrument

Appendix N

Pre-/Posttest Instrument

Name_____ Date_____

Directions: Look at each key word. What word has the same vowel sound? Circle the letter of your answer.

Sample: nail
a. look
b. made
c. will
d. grass

1. seem
a. day
b. leave
c. pick
d. belt

2. hole
a. look
b. broke
c. fog
d. date

3. cube
a. real
b. hum
c. rule
d. robe

4. bake
a. last
b. plant
c. bad
d. place

5. drove
a. toy
b. horse
c. boat
d. have

6. steal
a. less
b. stem
c. rest
d. sweep

7. hue
a. loaf
b. rude
c. hail
d. gum

8. wide
a. wheat
b. pie
c. dig
d. air

9. paid
a. grass
b. make
c. mad
d. band

10. like
a. sheen
b. wait
c. sie
d. huge

11. nose
a. coat
b. hopped
c. now
d. loop

12. tune
a. mud
b. paid
c. feel
d. fuel

13. peel
a. best
b. deam
c. elf
d. stretch

14. die
a. bring
b. pain
c. deed
d. nice

15. lame
a. tart
b. march
c. sale
d. lab

16. leak
a. sleep
b. house
c. pets
d. hill

17. road
a. town
b. toad
c. rod
d. sock

18. tried
a. life
b. boat
c. trip
d. goes

19. male
a. silt
b. bird
c. then
d. kite

20. due
a. peak
b. dub
c. hole
d. date

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